

# **TEACHING VOCABULARY BY USING GAMES AND PICTURES TO THE 3<sup>RD</sup> GRADE STUDENTS OF SDN MANGKUBUMEN WETAN NO. 63 SURAKARTA**



## **FINAL PROJECT REPORT**

**Submitted as a Partial Requirement in Obtaining Degree in the English Diploma  
Program, Faculty of Letters and Fine Arts,  
Sebelas Maret University**

**By:**

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**ENGLISH DIPLOMA PROGRAM  
FACULTY OF LETTERS AND FINE ARTS  
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## **APPROVAL OF CONSULTANT**

**Approved to be examined before the Board of Examiners,  
English Diploma Program, Faculty of Letters and Fine Arts  
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Title : TEACHING VOCABULARY BY USING GAMES AND  
PICTURES TO THE THIRD GRADE STUDENTS OF SDN  
NO.63 SURAKARTA  
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PICTURES TO THE THIRD GRADE STUDENTS OF  
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## **MOTTO**

- **No sacrifice no victory.**
- **Don't say "I can't do that" but say "how can do That" (albert enstein).**

## **DEDICATION**

**I DEDICATE THIS FINAL PROJECT TO:**

- ★ MY ONLY GOD, HYANG WIDHI WASA. FOR CREATING ME...**
- ★ MY BELOVED MOTHER, FATHER, AND SISTER.**
- ★ MY BELOVED BIG FAMILY**
- ★ MY BELOVED FRIENDS**

## **PREFACE**

First of all the writer would like to thanks to Ida Sang Hyang Widhi Wasa for the gift and bless given to the writer in the making process of this final project. This final project report was made up based on the job training that I did in SDN Mangkubumen Wetan No. 63 Surakarta. “TEACHING VOCABULARY BY USING GAMES AND PICTURES TO THE THIRD GRADE STUDENTS OF SDN NO.63 SURAKARTA” is the title for this final project report. The writer is interested in discussing the process of teaching English Vocabulary especially with Games and Pictures for children because vocabularies are very important for the learners.

This final project discusses the process of teaching Vocabulary by using Games and Pictures and the difficulties faced in teaching Vocabulary. This final project also mentions about the solution of the difficulties faced by the teacher in teaching vocabulary.

Finally I realized that there are still a lot of mistakes and flaws in this final project report. Therefore, suggestion and criticism are needed for an evaluation in the future. I hope this final project report will give benefit for everyone.

## ACKNOWLEDGEMENT

First of all, I would like to say a million thanks to my lord, my father, and my lovely friends to finish this Final Project Report entitled “TEACHING VOCABULARY BY USING GAMES AND PICTURES TO THE THIRD GRADE STUDENTS OF SDN NO.63 SURAKARTA”. Then, I would like to present my deep gratitude to:

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6. **Mrs. SW Hastuti, S.Pd, MM.** The Head Master in SDN Mangkubumen Wetan No.63 Surakarta, for the change given to me to had job training in the school.
7. **My beloved parents Mom and Dad.** I love you so much, Ma, There are no love and support like yours. I’m proud to be your son.

8. My close friends **Meonk, Itox, Dimas, and (Ambon I hope you accepted in heaven, imiss u mbon)** thanks for your friendship.

9. My miraculous family at English Diploma Program:

**Class A :** **Faiz, Agna, Abi, Cathie, Enggar, Dyah, Wawa,** and all of

**Class A** who cannot be mentioned one by one.



## ABSTRACT

**Made Prasta YP. 2009. Teaching Vocabulary By Using Games and Pictures to the 3rd Grade Students of SDN Mangkubumen Wetan NO. 63 Surakarta. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.**

This final project is written based on job training, which has been done by the writer on February, 6th 2008 in SDN Mangkubumen Wetan NO. 63 Surakarta for a month. This final project report discusses the process of teaching vocabulary by using games and pictures and the effectiveness of teaching English vocabulary by using games and pictures to the third grade students of SDN Mangkubumen Wetan NO. 63 Surakarta. By observing the class and teaching directly at the 3rd grade class, the writer could write the final project completely. The techniques used in teaching and learning English vocabulary are using pictures and games. The writer also has the effectiveness of using techniques in teaching vocabulary. They are: attracting the students to learn more English material, helping teacher to control the class condition, helping the students understand and memorize the material easily, making teaching learning process fun and enjoyable, and making teaching learning process not monotonous.

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Made Prasta Yostitia Pradipta<sup>1</sup>  
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**ABSTRACT**

**2010. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.**

This final project is written based on job training, which has been done by the writer on February, 6th 2008 in SDN Mangkubumen Wetan NO. 63 Surakarta for a month. This final project report discusses the process of teaching vocabulary by using games and pictures and the effectiveness of teaching English vocabulary by using games and pictures to the third grade students of SDN Mangkubumen Wetan NO. 63 Surakarta. By observing the class and teaching directly at the 3rd grade class, the writer could write the final project completely. The techniques used in teaching and learning English vocabulary are using pictures and games. The writer also has the effectiveness of using techniques in teaching vocabulary. They are: attracting the students to learn more English material, helping teacher to control the class condition, helping the students understand and memorize the material easily, making teaching learning process fun and enjoyable, and making teaching learning process not monotonous.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

In this era globalization, English, as an international language has become the most popular foreign language in Indonesia even in the world. People from different country and nations use it as the main language for communication. English is one of the languages having central function in development of intellect, socially and emotion of student. It is also the decisive factor of success in learning the entire subject. To produce high quality of human resources who master in English, it is necessary to give English lesson as early as possible.

Basically, elementary schools are the first formal educational level where young learners start to learn lesson formally. Considering the importance of English, many people want to introduce English as early as possible in order to give more opportunities to their children in learning English. This condition also has been supported by the government of the republic of Indonesia policy. Our government has included English language, as part of the academic curriculum elementary schools. Providing English in the early age, the government hopes that this program will produced better generations who will really master and become competent enough in this new era of globalization in English.

In elementary schools, children just study the Basic English. That means, they study about names of fruits, vegetables, colors, animals, etc. Besides that, they study about the vocabularies to enrich their capabilities in learning English.

Vocabulary is very important for learners especially for children as young learners. Educators understand the importance of vocabularies, and few, if any would omit vocabulary from their instruction. They consider that a large vocabulary is an asset to readers, those who know many words are more likely to comprehend what they read. In fact, it's stated many decades that vocabulary size is a strong predictor of reading comprehension (Anderson & Freebody, 1981, Davis 1994, Singer 1965). However, the relationship between word, knowledge and reading comprehension is complex and not easily described as one causing the other (Pearson, Heibert, and Kamil, 2007).

The knowledge of vocabulary knowledge enables students to comprehend what they read, and the act of reading it self provides the opportunity for student to encounter and learn new words. Furthermore, the more words students know, the more likely they are to learn new words earlier (Shetelbine, 1990). Conversely, students with limited vocabularies tend to read less and, therefore have fewer exposures to new words in actual running text (Stanovich, 1986).

Considering the situation above, the writer was interested and he decided to complete the job training program in elementary school in SDN Mangkubumen Wetan No. 63 Surakarta, one of the government owned school, in Surakarta. The writer considered choosing SD N Mangkubumen Wetan No. 63 Surakarta as a place to conduct a research because it is one of the favorite schools in Surakarta.

During the completion on job training in SD N Mangkubumen Wetan No. 63 Surakarta, the writer taught the students from 3<sup>rd</sup> to 5<sup>th</sup> grade class, but in writing this report, the writer focused on the 3<sup>rd</sup> grade classes. As a teacher, the

writer prepared the material for the lesson, these materials were Basic English, a simplified form of English proposed for uses as an auxiliary language for international communication.

Actually, it's clearly understood that children always love some fun activities, and teaching vocabulary must be attractive. Due to the above, the writer used games and pictures to teach the students and indeed made lessons enjoyable. Finally, the writer decided to choose "TEACHING VOCABULARY BY USING GAMES AND PICTURES TO THE THIRD GRADE STUDENTS OF SDN MANGKUBUMEN WETAN NO. 63 SURAKARTA".

### **B. Objectives**

The objectives in making this final project reports are:

1. To describe the process of teaching vocabulary to children by using games and pictures.
2. To describe the effectiveness of games and pictures in teaching vocabulary for children.

### **C. Benefits**

It is hoped that the final project report will give benefits to :

1. English teachers

It is hoped that this report could be additional techniques in teaching vocabulary.

2. The institutions

It is hoped that this report will give useful input to SDN Mangkubumen No. 63 Surakarta as the institutions in increasing the quality of teaching.

3. The readers

It is hoped that this report going to be beneficial for readers who need additional information's, especially for finding some way on how to teach vocabularies to children.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Teaching and Learning**

Education consists of teaching and learning. The success of education depends on teaching and learning process. Teaching is an activity carried out by someone to give knowledge to others. According to Cambridge Dictionary of English, teaching means “to give someone knowledge or to instruct or trains someone”. A teacher has a lot of responsibilities and a teacher is faced with a number of decisions to be made in classroom. As a manager, a teacher has to know what, how, and when to do a certain instruction. The responsibilities of teachers in managing favorable classroom atmosphere and the media to support the learning are important to. According to Harmer (1988:201) the good language learners want a teacher who is systematic, logical and easy to understand.

Learning by doing something is a good technique to help the children learn the language. The teacher should make the lesson enjoyable because, student’s ability to enjoy the lesson is the key to effective learning. Favorable classroom atmosphere can be created if teachers understand how to work with the students. The purpose of creating favorable situation is to facilitate learning. According to Scott (1990:21) language learning is facilitated when children:

- have maximum exposure to the target language and opportunities for using it.
- have opportunities to learn by doing.
- use learning strategic effectively

- interact, share information, exchange ideas, opinions, and work together
- be able to see the usefulness of what they are learning.

For students, a good teacher is needed to teach them. Teachers should understand the nature of children. Furthermore, the teachers have to be creative in choosing appropriate techniques and activities that match student's way of learning.

### **B. Vocabulary Teaching**

Vocabulary is really needed in both English teaching and learning. It becomes a key to communicate with others. Most vocabulary words are learned indirectly and other words must be taught directly.

The linguist David Walkins summed up the importance of vocabulary learning is: if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement but you can say almost anything with words. It means that vocabulary is as important as grammar. Vocabulary is very important in the first time for learning English and it is the basic matter in language study.

Farida in her workshop paper (2006:1) said that not all English words need to be learned. The teacher does not have time to teach all the words, nor do we have time to look at many more than a vies word in each class. This is extremely important because it means that everything we do as vocabulary teachers has to be focused on:

- a. building the learner's "start up" or initial vocabulary.



- b. developing the learner's understanding of what learning words means.
- c. showing the learner how to learn the word most effectively.

A teacher should concentrate on the most frequent and useful words first, as it these words the learners will probably forgotten, especially if the words has just been met. Vocabulary loss because is it at the initial stage of words learning that words knowledge is so easy. This means that words and phrases need to be recycled often to put them in memory. That is why a teacher should make language learning more effective Harmer (1998:2002) mentions that to make language learning more effective, teachers should:

- create a language – rich environment, one that providers children with a variety of verbal and visual stimuli to use the language.
- create a supportive environment, one that allows children to take risks, to make errors and experiment with the language.
- help children become aware of using appropriate learning strategies.
- encourage children to use English out side the classroom.

From those statements, it becomes a reality that a teacher should be creative and be able to make lesson enjoyable. For example, the teacher can use some picture to give more understanding about the meaning of a word.

In a book entitled “Vocabulary Expansion” Dorothy Rubin (1991:91) says, “... A good vocabulary and good reading go hand in hand, unless you know the meaning of words, you will have difficulty in understanding what is read. And more you read the more words you will add to your vocabulary ...”

Based on those statements, it means that vocabulary plays an important role in teaching English, so a teacher should help the students to “store” their words.

### **C. Vocabulary Teaching to Children**

For children, it is the first time they learn English in their live. Therefore we must be patient in representing vocabulary to them. Teaching vocabulary to children is different from teaching to adults. For children they just study about the concrete words that make them easier to learn. But for adults, they are usually taught with abstract words and grammar.

In her book entitled “An Introduction to Teaching English to Children” Susan House says, “... then by trying to understand better how children learn will have more understanding on how to teach them”. It means that teachers have to learn first about the way children learn and decide how to teach them. Mc Charthy gives his opinion that “As few as eight to twelve new items may be appropriate (eight for elementary, twelve for advanced) per sixty minutes lesson for truly productive learning to take place.” (Mc Charthy, 1990:117). It means that we must give less than ten new vocabularies to the elementary students for an hour lesson. Therefore the learning will be effective.

According to Dorothy G. Peterson and Velma D Hayden, to be able to teach children, a teacher must understand children. Each child is different. One merely has to walk through an elementary school to note some of these

differences. Differences in stratum in complexion, in facial expression, in coordination, and in many other ways (Peterson and Hayden, 1961:44).

Children have certain characteristics that a teacher should consider. Some of the characteristics of children are described as follow:

1. They understand situation more quickly that they understand the language used.
2. Their own understanding comes through hands, eyes and ears.
3. They are very logical. What you say first happened first.
4. They are very short attention and concentration span.
5. Young children sometimes have difficulties in knowing what is fast and what fiction is.
6. Young children are often happy playing and working alone, but in the company of others.
7. Young children cannot decide for themselves what to learn.
8. Young children love to play, and learn best when are enjoying themselves.
9. Young children are enthusiastic about learning.

(Schott, Wendy A Lisabeth H. Ytreberg, 1990:2-3).

Paul Fletcher and Michael Garman (1986:210) on their book “Language Acquisition” said that children learn new language from what they hear and they use their ability to imitate a sound of a word from the adult. It means that the children learn a new word by watching people saying and try to practice it. They

try to understand a meaning of words by producing the same sound like what they have heard from the adult.

Moreover, Wendy and Lisbeth suggest, “Letting pupils talk to themselves, sing a song, and tell stories and do other activities make them play with the language. Teachers are the only ones who can see how far the improvements of their pupils are” (Wendy A. Scot and Lisbeth H. Ytreberg, 1990:5).

We can conclude that it is very important for the teachers to understand children both physically and psychologically. Considering that children have different characteristics, so through this job trainee, the teachers hope will be successful in teaching the students. The teacher should also make the learning as interesting as possible.

#### **D. Young Learners**

Young learners are “children from the first year of formal schooling (5/6 years old to eleven/twelve year of age)” (Philips, 1993:5). Young learners or primary level students are those who begin learning at Kindergarten or elementary school. The elementary school is principally concerned with children during interval of their lives between the stage of great dependency upon the adult world for substance and guidance and a point of greater maturity at which they make many of their decisions. (Beauchamp, 1964:204).

### **E. Ways of Teaching Vocabulary**

In order to be successful in teaching, a teacher needs to prepare some methods to make the students interested in studying. Considering that the students can easily get bored, a teacher must manage that student's lesson well. A teacher must also be very creative.

#### **1. Presentation**

There are many occasions when some forms of presentation and/or explanation are the best way to bring new words in to the classroom. We will look at some examples:

##### **a. Realia**

One way of presenting words is to bring the things they represent to into the classroom-by bringing "realia" into room. Words like "postcard", "ruler", "ball" etc. Many vocabularies at this stage of children's learning will consist of concrete nouns. This means that there are plenty objects can be used to show the meaning. Objects in the classroom can be used or things brought to the classroom. Introducing new words by showing the real object often helps pupils to memorize the words through visualization.

##### **b. Picture**

A great deal of vocabulary can be introduced by using illustration of pictures, either those found in the language learning materials you are using or making you own visual aids, using pictures from magazines and so on. Visual support help pupils understand the meaning and help to make the word more memorable.

c. Mime, action, and gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by miming. Concepts like running or smoking are easy to present in this way, so are ways of walking, expressions, preposition ('to' 'towards', etc) and times (a hand jerked back over the shoulder to represent the shoulders to represent the past, for example).

c. Contrast

This can be used to teach meaning by considering that words shown because of their sense relations. We can present the meaning of 'empty' by contrasting it with 'full', 'cold', by contrasting it with 'hot', 'big', by contrasting it with 'small'.

2. Discovery Technique

Discovery techniques, purposed to give students a chance to take charge earlier. What is being suggested is that there is a range of techniques where the teacher gets the students to do most of work. "Discovery techniques used with vocabulary materials allow students to activate their previous knowledge and to share what they know (if they are working with others). They also provoke the kind of interaction with words, which we have said is desirable, event at beginner level, however, we may want to ask student to try to work out what words mean, rather than just handing them the meanings when students have "had go" with the words we can lead feedback sessions to see if they have understood the words correctly (Harmer, 1991:160).

### 3. Practice

After getting some explanation, we will look at ways of getting students to practice their English to make students more understand. In this section we will look at activities designed to encourage students to use words in an involving ways. (Harmer, 1991:170). It means that practice can be used to measure how far the students understand what they have learnt. We can do it by giving some exercises including the uses of words.

## **F. Games and Pictures**

### 1. Games

A game is an activity with rules, a goal and element of fun, which is divided into two kinds: competitive games in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal (Haldfield, 1998:4). This is summed up very well in Gibb's definition (1978:p.60) of game as "an activity carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objectives. "Applying game to teaching can see how student playing a game are encouraged to use language to some purpose" (Shelagh, 1996:viii).

The games make use of a variety of techniques. Variety is important in language teaching, and a session of games based on the same principles. Techniques used include information gap, guessing, searching, matching,

exchanging, collecting, combining, arranging, card playing, board playing, puzzling, and role-playing.

One of the techniques in games is card game. According to Haldfield, card games, are familiar game type, where the aim is to be the first round a board, or to collect the most card, or get rid of the cards first, the cards and squares on the board are used as a stimulus to provoke a communication exchange (Haldfield, 1998:5).

## 2. Pictures

According to AR Dictionary, picture is a representation of anything (as a person, a landscape, a building) upon canvas, paper, or other surface. It is produced by means of painting, drawing, engraving, photography, etc, a representation in colors by extension, a figure, a modal, etc. Using pictures are very important, in case, the student's are not understand the teachers said. So, pictures can help the teacher to teach and pictures is easily way to teach an understandable learning.



## **CHAPTER III**

### **DISCUSSION**

#### **A. General Description of SDN Mangkubumen Wetan No. 63**

##### **1. General Description**

SDN Mangkubumen Wetan No. 63 is one of the government elementary school in Surakarta. SDN Mangkubumen Wetan No. 63 is located on Jl. Mawar No. 1 Mangkubumen Surakarta 57139. It was built on the area 3525 m<sup>2</sup>, faces to the south. The location is very strategic because it is surrounded by education environment, supermarkets, and close to The Kota Barat square which is one of the biggest squares in Solo. Not far from SDN Mangkubumen Wetan No. 63, there are SDN Mangkumen No. 15, SDN Mangkubumen No. 16, SMPN 24 Surakarta, and SMPN 25 Surakarta. This school was opened in 1987 and its statistic number was 101036105011.

The building of SDN Mangkubumen Wetan No. 63 Surakarta consists of many rooms. They are the head master's room, teacher's room, guest room and six classrooms. There are also some other rooms such as library, canteen, auditorium, computer room and bathrooms. Every room has its own facilities used by the student to make them easier in doing their activities. For example, the library is used by the students who want to read some books and find some information about something; auditorium is used by the students to do the extracurricular activities like music, dance, and others.

SDN Mangkubumen Wetan No. 63 Surakarta has one headmaster, who has responsibility to handle and manage everything related to this school, 14 teachers who help in teaching learning activity and marks for the students, three of them are temporary who teach additional lesson such as Bahasa Jawa (Javanese Language), Bahasa Inggris (English) and Seni Suara Daerah (Javanese Art of Music), and 1 school guardian who has responsibility to keep the safety and orderliness of the school. Until the academic year of 2007/ 2008 SDN Mangkubumen Wetan No. 63 Surakarta has 240 students that are classified into six grades and each grade contains 40 students.

## **2. Vision, Mission and Motto of SDN Mangkubumen Wetan No. 63 Surakarta**

1. The vision of SDN Mangkubumen Wetan No. 63 Surakarta “To teach students become a smart, religious, and good attitude student.”  
 (“Mendidik siswa yang cerdas, beriman, bertaqwa dan berakhlak mulia.”)
2. The Mission of SDN Mangkubumen Wetan No. 63 Surakarta
  - a. To do the learning teaching activities effectively and efficiently based on the curriculum.
  - b. To implant discipline and to the school’s entire member.
  - c. To implant well behaved through integrated subject lesson.
  - d. To improve science, technology, arts, culture, and sport optimally.

### 3. The Motto of SDN Mangkubumen Wetan No. 63 Surakarta

“MY ACHIEVEMENT IS THE PROUD OF MY SCHOOL”

(PRESTASIKU KEBANGGAAN SEKOLAHKU)

## **B. Observation**

### **1. Class Observation**

The writer did the class observation at the time of job training on February 6<sup>th</sup> 2008. The writer held a class observation including the class facilities and teaching activity done by the English teacher in the class. The writer chose the third grade class as the focus observation because in these ages the students are young learners in the middle level of learning language. The students of third grade are eight to nine years old. As stated by Wendy A Scott “Children of ten are relatively mature children with adult side and childish side” (Scott, 1990: 3). In these ages they begin to understand how to differentiate the fact from fiction. Here, the teacher should be able to choose and to apply the appropriate material which was suitable with their age. The teacher also should apply the most appropriate technique in the effort to make the students master the material given their English learning in the higher level.

Meanwhile, the condition of the classroom observed (third grade class) is good enough and conducive for teaching and learning activities. The class has door, some windows, and air circulation. It also has some brooms and feather duster to keep the classrooms clean.

Inside the classroom, there are 21 student desks with the chairs. There are 40 students in the class, 24 girls and 16 boys. The arrangement were arranged in same pattern, namely the teacher was in front of the class. Actually, this pattern had a lot weakness. Students in the back position sometimes do not pay attention to the teacher when she gave explanation about the lesson. To handle this situation the teacher had to work hard by walking around the class every time in order students paid attention to her explanation.

The writer also observed the way of the English teacher taught and the student's participation in the learning activities. There are forty students in the class. They are about eight to nine year old. In this age, they are very active and often uncooperative and hard to control. In handling this situation, the English teacher gave an exercise to make them quiet and asked them to be quiet.

In teaching and learning activities, the English teacher started by greeting then continued the English lesson by asking the students about the material given on the last meeting. She asked by using English and the questions were easy to understand and familiar to the students in hearing the English sentence and practice their English. The teacher usually gave the questions before starting the next material. It was done because the English teacher wanted to know how far the students understood and memorized the material that had been given. The English teacher always gave homework to make the students study at home before studying at

school. In starting the next material, the English teacher usually gave some question to the students related to the material as building knowledge of the field. The teacher asked the students one by one about the material being taught. Then, she continued to explain the material. After that, she asked the students to do the task in the book which was done individual or in pairs. Sometimes the English teacher made an exercise to the students by herself. The teacher was also demanded to be creative to develop her teaching system. At the end of the teaching and learning activity, the teacher reviewed the material given by asking the students about the material.

## **2. Extracurricular Activities**

SDN Mangkubumen Wetan No. 63 Surakarta had many extracurricular activities could be enjoyed and followed by the students, the extracurricular activities could be divided into five kinds, and those were.

### **a. Sport**

There were many kinds sport that could be followed by the students like table tennis, this sport usually held every Monday and Wednesday and could be followed by every student of grade three to grade five. Another sport was volley ball; this sport was held everyday in the evening, there was a schedule that manages the students who want to follow this sport. Moreover, there were still more sports that the writer could not mention.

b. Boy scout

This activity is very useful for the students to train their creativity, skill in facing problem; this activity also can increase their independence and their solidarity among other people.

Boy Scout is usually held every Friday evening; this Scout only can be followed by the students of grade three to grade six. There are many kinds of activities in Boy Scout like camping, exploration in wild area, singing, cooking, learning Morse, semaphore, and other. The most important things can be learned by the students in this activity are togetherness, solidarity, and discipline.

c. Traditional dance

In SDN Mangkubumen Wetan No. 63 Surakarta traditional dance, especially Javanese traditional dance such as gambyong, merak dance, jaipong, srimpi had been known by all students. The practice was held every Tuesday and Wednesday after school and the members of this activity is limited, only from grade three to grade six who wanted to learn this traditional dance so this extracurricular was held voluntarily.

d. Computer

This extracurricular is only for grade three to grade six students who want to learn how to operate the computer system and how it works. The purpose of this activity is preparing students in facing the globalization era and the innovation of technologies. This activity of

computer held every Monday, Tuesday, and Wednesday after teaching and learning process.

e. TPA

This extracurricular can be followed by every Moslem students of grade one and grade two. It is held every Tuesday and Thursday in the afternoon after teaching and learning process. This activity has purpose to create students to be the next generation who is pious to God, has good personality, and to be the best in intellectual ability.

### **3. Arranging the lesson plan**

Teaching activities are not easy things for teacher, especially in teaching children. The teacher should have a plan to organize the activities of teaching and learning. It is an important guide in order to reach the purpose. It is called lesson plan. Lesson plan is a list which content of topic, sub topic, time, material, etc. It must have Building Knowledge of Field, Modeling, Joint construction, and independence construction.

There are some advantages by making a lesson plan. It helps the teachers to make the points that will be taught periodically, it can be a reminder if the teacher forgets the materials that will be taught, and also it makes the students prepare the material to understand it easier. So, the teacher uses the time effectively and efficiently.

Some teachers in SDN Mangkubumen Wetan N0. 63 Surakarta make lesson plan before having class. Usually they just write the outline

containing what they are going to do in giving materials. They arrange a lesson plan referring to the lesson book and the curriculum and extracurricular activity.

### **C. Discussion**

#### **1. The Teaching and Learning Process in SDN Mangkubumen Wetan No. 63 Surakarta**

Teaching and learning process in SDN Mangkubumen Wetan N0. 63 Surakarta begins at 7 a.m. For English Lesson, the teacher has an hour in a week. The teacher is also given an hour in a week as additional time usually held after a school time has finished. When the class starts, the teacher greets the students, for example:

Teacher	: “Good morning students?”
Students	: “Good morning Sir.....”
Teacher	: “How are you today?”
Students	: “I’m fine, thank you. And you?”
Teacher	: “I’m very well, thank you.”

This activity is done at the beginning of the teaching and learning activity. It can make the students relax in facing the learning. Then usually the teacher gives some questions related to the last lesson to the students. This activity has a purpose to check whether the students have already understood or not. When the students could answer the questions well, the teacher goes on the next lesson. However, if there are some students having not understood yet, the teacher has to explain the lesson he taught



before. The teacher always asks the students to participate in discussing the lesson. The teacher not only explains the material but also gives the students an attractive activity such as game in order to make the students not easily get bored.

## **2. Curriculum**

English curriculum for SDN Mangkubumen Wetan N0. 63 Surakarta in English Teaching guidelines (GBPP) is based on the Curriculum of Education Unit Level (KTSP). It is stated in the Decree of the chairperson of Education and Sport Department of Central Java Province.

In accordance with general objectives of English, the goals of teaching English at Elementary School are to give ability in mastering the written and spoken information and to prepare the students in mastering English as early as possible to face the era of globalization.

## **3. Syllabus**

The syllabus is the description about the material or table of contents that should be taught to the students. The teacher should look upon the syllabus before teaching, so that he could make the English teaching process efficient and meaningful.

The English syllabus for the second semester of the third grade students of Elementary School had four themes. Each theme had its own language functions. The themes and its language function were clearly written in the following table:

NO	UNIT	THEMES	LANGUAGE FUNCTION
1	9	Animals (pets, zoo, wild)	Mention many kinds of animal
2	10	Shape and color	Mention shapes and colors, Identify color of the shape.
3	11	Electronic appliances in the house	Mention electronics appliances in each room of the house and its location with correct preposition
4	12	Foods and drinks by using likes and dislikes	Mention foods and drinks and how to say likes or dislikes

#### 4. Material

The material of teaching English in SDN Mangkubumen Wetan N0. 63 Surakarta was taken from handbook or we call 'Buku Paket'. The handbook used by the students of SDN Mangkubumen Wetan N0. 63 Surakarta was handout book entitled *Grow with English*, an English Course for Elementary School Students, Book 3 written by Mukartio, M.Sc. Published by Erlangga. This book is very appropriate to the students, because this book contains the semester's material. There are listening, speaking, reading, and writing activities in each unit. There is also an exercise in every topic. The book is accompanied by pictures that make the students more enthusiastic in studying English. Moreover, it helps the students guess the meaning of the words because pictures show the meaning of the words.

In teaching and learning activity, the teacher also used *LKS* (*Lembar Kerja Siswa*) as an exercises book; it contains topics exercises that will build the students skill. The book is used to evaluate the student's

progress. The tasks are divided into two kinds; there are essay and objectives tests.

## **5. Methods**

A study of method is the study of teaching which has a big role to determine the success in education. In this case, teacher should be able to apply various methods to present the material to students.

There are some methods which can be used to teach English vocabulary. Some of them are as follows:

### **a. Repeated Exposure to Words**

It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored. Adults often forget a person (especially a child) needs to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple opportunities to use a new word in its written and spoken form helps children solidify their understanding of it.

### **b. Keyword Method**

Like pre-teaching, the keyword method occurs before a child reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the child to remember a definition for a new word, the adult teaches him a “word clue” to help him understand it. This “word clue” or keyword might be

a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word's meaning that the reader can access efficiently during a reading experience.

**c. Word Maps**

The word map is an excellent method for scaffolding a child's vocabulary learning. Like the other explicit instructional methods, the adult (either alone or with the child) should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the child (with the support of the adult) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the child fills in each of these three categories. Word maps help readers develop complete understandings of words. This strategy is best used with children in grades 3-12.

**D. The process of teaching Vocabulary in third 3<sup>rd</sup> Grade Students of SDN Mangkubumen Wetan N0. 63 Surakarta**

To describe the process of teaching English vocabulary to the third grade students in SDN Mangkubumen Wetan No. 63 Surakarta, the writer divides it into these following steps:

## 1. Warming Up

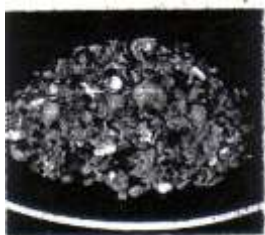
Warming up is the first step in teaching process. It is an activity done to introduce the new material to the students. It is needed to catch the student's attention and to help them understand the new material that they will learn next. Entering this activity, the writer tried to focus the students to the learning activity. The writer gave some questions to the students related to the theme being discusses and attracted them to give their opinions.

For example, the writer gave some questions related to foods and drinks by using likes and dislikes expression as he wanted to give a material to the students about it The writer also shows some pictures to stimulate the students mind. The questions were as follows:

The writer : “Do you eat breakfast this morning?”

The students : “some students answer yes and some answer no”

The writer : “Do you like this food?” (While showing the picture)



The students : some students answer yes and some answer no.

Then, the writer appointed one of the students to come in front of the class. Next, the writer asked the students what students' favorite foods and drinks is.

The students : some students answer yes and some answer no.

Then, the writer appointed one of the students to come in front of the class.

Next, the writer asked the students what is the students' favorite foods and drinks

The writer : "What is your favorite food?"

The student : "cokelat"

The writer : "And what is your favorite drink?"

The students : "es jeruk".

The writer : "Well, cokelat is chocolate in English and es jeruk is orange squash in English." While showing the pictures of chocolate and orange squash

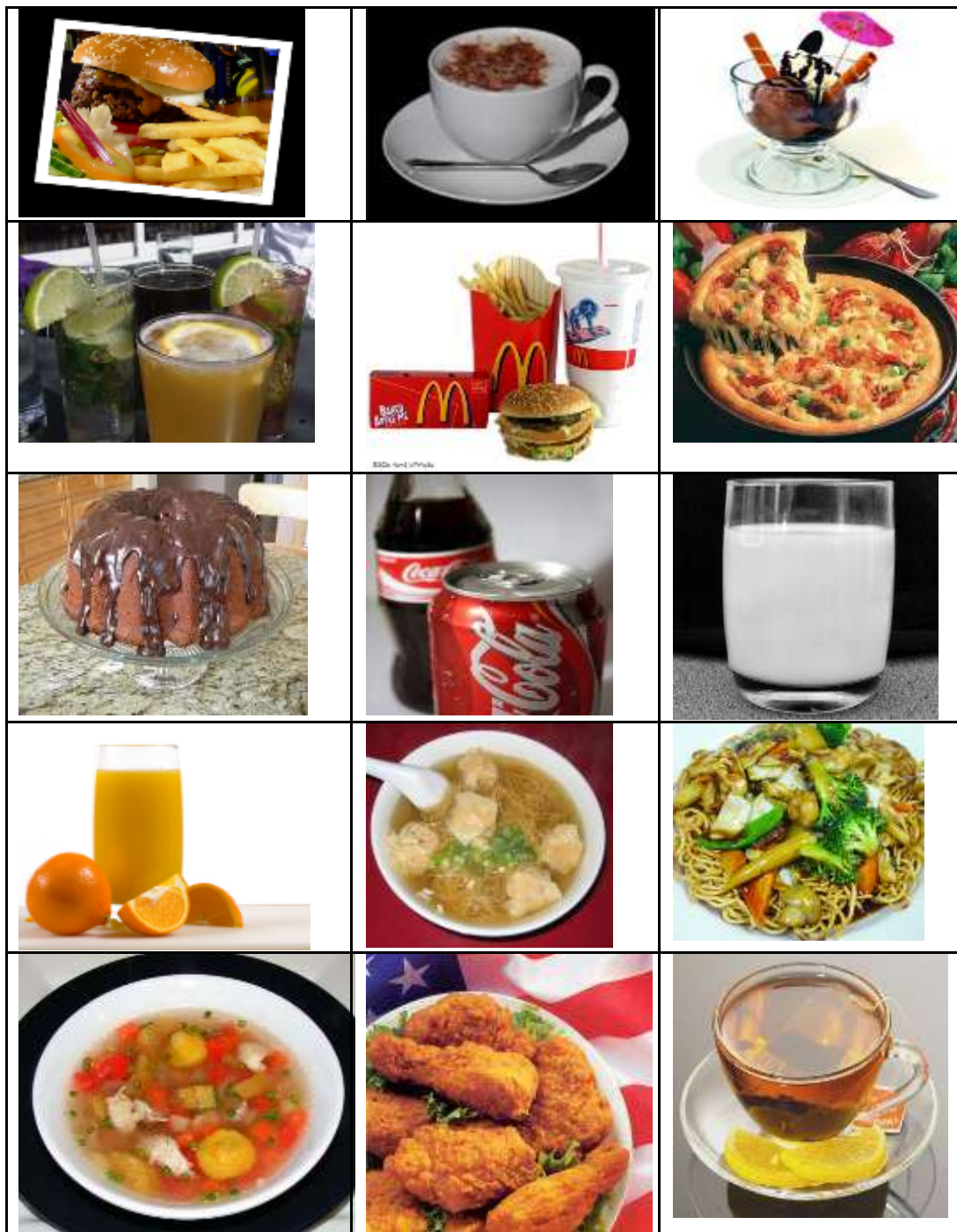


The writer also asked the other kinds of foods and drinks to the students. They spontaneously answered and mentioned them one by one. And then the writer wrote down them on the whiteboard in both Bahasa Indonesia and English. Therefore, by giving the questions in presenting the new material without mention the topic, the students would know what the material would be taught automatically. Then, they will be focused on the topic.

## 2. Presenbtion

After directing the student's attention to the topic, the writer went on to the next step by doing presentation. The writer explained the material. Firstly, the writer showed ten flash cards containing kinds of foods and drinks; He read the name of the foods and drinks one by one

Foods and drinks; he read the name of the foods and drinks one by one and asked the students to repeat after him loudly. The foods and drinks are as follows:



After that, the writer explained the students about how to express likes and dislikes and some vocabulary related to foods and drinks.

## Expressing Likes and Dislikes



- |                                    |                                    |                               |
|------------------------------------|------------------------------------|-------------------------------|
| 1. I like fruit.                   | <b>What kind?</b>                  | Oranges and bananas.          |
| 2. Helen likes juice.              | <b>What kind of juice?</b>         | Orange juice and apple juice. |
| 3. Ms. Cramer doesn't like coffee. | <b>Really? Does she like tea?</b>  | Yes, she does.                |
| 4. Tony does not like fast food    | <b>Oh. What kind does he like?</b> | (He likes) vegetables.        |
| 5. Does Terry like ice cream?      | <b>Yes, he does.</b>               |                               |
| 6. Does Phil like soft drinks?     | <b>No, he doesn't.</b>             |                               |
| 7. Does Sheila like milk?          | <b>No, she does not.</b>           |                               |
| 8. Do you like Chinese food?       | <b>Yes, I do.</b>                  |                               |
|                                    | <b>No, I don't.</b>                |                               |
|                                    | <b>A little.</b>                   |                               |

The next step done by the writer was giving the students some additional exercises related to foods and drinks. For example, the writer asked the students to do some exercises such as, find someone who- Food



communicative exercise, Food Crossword, World Food Text Maze & Reading comprehension - pre-intermediate, etc.

### **3. Production**

After the students had known kinds of foods and drinks and also the expression of likes and dislikes, then the writer gave the material memorizing. It was important in teaching vocabulary. The writer used cards games to help the students memorized the material, which had been taught before and made them fun in teaching process. This game is called a communicative ESL vocabulary game which goal is not linguistic function: successful completion of the game involved reinforced new vocabulary, for revision, to help spelling by playing the game with word flash cards instead of pictures and to learn or practice a grammatical structure. In other words, in this type of game the emphasis is not so much on absolute correctness as on the overall message of player's language.

About the game itself, the players stood round in a circle with one player standing in the middle. Each player brought a picture of an item, or a word flash card, except for the player in the middle. Call out two of the picture card items or words. The two players holding these cards had to change places without the person in the middle grabbing one of their spots. If the person in the middle managed to slip into the spot in the circle then the one left standing goes in the middle. The new person in the middle handed their flash card to the child taking their place in the circle.

If someone were stuck in the middle for two turns say, "All Change!" When the players heard this they must all change places, it gave the person in the middle a very good chance of joining the circle. Once every student has had one goes the writer asked your class to pass their picture to the right, and took the one handed to them from the left. The writer can give them another go with the new picture. Notice that only 2 children move at any one time (aside from when you say "All Change"), which makes it easy to keep control. In this activity, the writer not only gave the rule or instruction of playing the game, but also told the students the achievement of the game

#### **4. Closing**

The writer ended the teaching and learning activity by giving the students some exercises from their handbook and LKS. Then the writer reviewed all of the material discussed. It had a purpose to make the students more understand the lesson. If there was any material that the students did not understand, the writer would give the opportunity to the students to ask again. After that, the writer gave the students home work so that they could practice their understanding for the next lesson. The writer closed the lesson by saying "Good bye and have a nice day" to the students and then the students replied it with the same answer.

### **E. The Effectiveness of Teaching English Vocabulary by Using Games and Pictures**

The result of the learning and teaching process by using games and pictures shows that using games and pictures in teaching English vocabulary is more effective or teaching vocabulary for elementary student's can be more fun, because games and pictures make the lesson enjoyable and help them learn vocabulary easily. Besides, games make the teacher handle the class better and make almost all of student can practice their vocabulary.

Games and pictures also make the learning process more enjoyable so the class and children are willing participants and not just there because they have to be and the students pay more attention because they are enjoying the class with the lesson.

Teaching English vocabulary for young learners by using games can get the students to use the language all the time during the games and they could involve a lot of the learning process.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After the final project report had been completely and processed, referring to the discussion of the report, then I came to several conclusions below:

- a. Having the learning situation which could take the learners into their world such as by giving them a game, it would certainly facilitate the teacher to handle the class and to transfer the knowledge easier to them, so that the target of study would be maximally achieved.
- b. The use of communicative ESL card game that applied in the teaching and learning process for the students of third grade of SDN Mangkubumen Wetan N0.63 Surakarta has increased the interest of them in learning foreign language, they gave good responds, activeness in the class and good achievement.
- c. Learning vocabulary through games is one of the effective and interesting way that can be applied in any classroom. The most important things are the games are used not only for mere fun, but also for the useful presenting, practice and review of vocabulary to improve the learner's communicative competence.

## **B. Suggestions**

Based on the conclusions that have been given previously, the writer wants to give some suggestions as follows:

1. To the English Teacher of SDN Mangkubumen Wetan NO. 63 Surakarta

*One of the* facilities that support Ac process of teaching vocabulary is the use of games and pictures. It is hoped that the English teacher in SDN Mangkubumen Wetan NO. 63 Surakarta can be more creative in teaching English vocabulary. The teacher not only used the games that provided on the student's handbook, but also try to find other games such as puzzle game, ESL card game, word cross game, etc. It is also hoped that the teacher used more tools aid in teaching English to support her in teaching vocabulary. She may used flash cards, mini things imitation, real object, etc to attract the student's attention and to motivate them in learning language.

2. To the English Diploma Program

It is important to the program to have more relation with other institution to help the students to do the job training. So the students can easily find a place to do the job training and can be easily monitored. It is also important to give the student information about the right place or position in doing the job training.

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